DOCUMENT RESUME

ED 101 098 95 CE 002 840

TITLE	Region VI Adult Education Staff Development Project: Interim Report.
INSTITUTION	Texas Univ., Austin. Div. of Extension.
SPONS AGENCY	Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
PUB DATE	73
GRANT	OEG-0-72-1443
NOTE	23p.
EDRS PRICE	MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS	*Adult Basic Education; Consortia; *Program Descriptions; *Regional Programs; *Staff Improvement; *Teacher Education; Teacher Improvement

ABSTRACT

The project provides for a five-State (Texas, Louisiana, Oklahoma, Arkansas, and New Mexico) consortium designed to upgrade competencies of all levels of Adult Basic Education (ABE) personnel. The major points of focus are: establishing bases for higher education; training State Department, university, and local ABE personnel by means of specialized institutes; making consultant expertise available to local ABE programs on a State and regional basis; and providing for technical services to local programs on a State and regional basis. The Division of Extension of the University of Texas at Austin agreed to oversee operations to ensure coordination and avoid duplication of effort. Each State department has designated a contact person for the regional coordinator. Funds were distributed among the participant States, and plans were constructed with the understanding that activities of common interest would be open to participants from all interested States. The major areas of emphasis in project implementation have been: support of higher education for classes and programs for adult education teacher preparation, workshops, and other inservice and preservice training, and support activities. The Region 6 Personnel Accounting and Control System was established to gather information on regional adult education personnel. (AG)

ED101098

REGION VI ADULT EDUCATION STAFF DEVELOPMENT PROJECT

Interim Report
May 1, 1972 - April 30, 1973

Industrial and Business Training
Division of Extension
The University of Texas at Austin

Office of Education Grant Number
OEG-0-72-1443
Adult Education Act of 1966, Section 309

The Project reported herein
was supported by a grant from the
U. S. Department of Health, Education and Welfare
Office of Education

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CE 003 870

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REGION VI TEACHER TRAINING CONSORTIUM

ABSTRACT

The Staff Development Project for Region VI provides for a five-state (Texas, Louisiana, Oklahoma, Arkansas, and New Mexico) consortium designed to upgrade competencies of all levels of ABE personnel. The major points of focus conducted under the consortium are as follows:

1. Establishing bases for higher education, including a strong component of training for State Department officials which is designed to enhance the State Department leadership and planning function.

2. Training State Department, University, and local ABE personnel by means of specialized institutes.

3. Making consultant expertise available to local ABE programs on a state and regional basis.

4. Providing for technical services to local programs on a state and regional basis.

The project intends to provide for maximum coordination among the states of Region VI while insuring that the unique needs of each state will be met.

I. OBJECTIVES OF THE PROJECT

This project is a regional consortium designed to involve the five states of Region VI of the Office of Education in a comprehensive regional, state, and local effort to upgrade competencies of all levels of adult basic education personnel. The overriding objective of this Regional teacher training project is to provide optimal staff development programs to ABE staff in each of the five states in the Region. Both long and short-term benefits will be derived by obtaining the maximum degree of cooperation and coordination among the states in the Region.

Programs and activities outlined for the project have four points of focus. The first is that of establishing higher education bases for training. With the strength provided by regional approach, this project will work toward improving the quality and quantity of adult basic education by expanding and strengthening the base for professional development of an adult basic education training capability in selected institutions of higher education throughout the Region. The long-term goal in this area is to make graduate-level ABE training convenient to almost all ABE personnel in the Region.

The second point of focus of this Regional teacher training project is the provision of Regional and state training institutes for ABE personnel. Through these institutes, a Regional capability for cooperative

planning and development, and for in- and pre-service improvement of ABE university and State Department staff members will be developed and subsequently enhanced.

The third and fourth focal points of the Region VI Teacher Training Project is that of providing a continuing program of consultant and technical services and facilities to local ABE staff throughout the Region. To a large extent, the exact nature of the services provided depends upon the needs of the individual programs. This aspect of the regional project will deliver regional, state, university, and local leaders in adult education with continuing access to specialized personnel and services necessary to expand and improve ABE programs.

II. ORGANIZATION

Role of the University of Texas at Austin, Division of Extension

The State Directors realized early in the planning stage of the Region VI Teacher Training Project that some agency or institution in the region should be appointed to oversee operations in order to insure coordination and to avoid duplication of effort. The Division of Extension of the University of Texas at Austin was asked to serve in this role, and agreed to do so. The University of Texas is not without experience in managing regional projects in adult education. Beginning in 1966, the University held four annual workshops for this region. The Regional Staff specialist was located in Austin during that time. Additionally, the University of Texas created a successful guidance and counseling special project which has had national implications as a training device for teachers and counselors of adults.

Rather than offer services and programs directly to teachers and other ABE personnel, the Division of Extension functions in an administrative control role, much as does SREB in its programs for teacher training. To carry out this function of initiator, coordinator, monitor, and evaluator of program activities, the Division has appointed a full-time regional coordinator.

Role of States

Each state department has designated a person to act as the principal contact person for the Regional Coordinator. The State Department contact person works with the institutions and staff in his state and the Regional Coordinator in order to maintain liason and quality control.

III. PLAN OF ACTIVITIES

Region VI is probably one of the most demographically diverse regions in the country. The diversity is illustrated by the fact that it contains both New Mexico, with only 4.5% of the total target population of the region; and Texas, which has 52.1% of the total. Any plan for the Region must be sensitive to these differences, and yet must provide for a truly regional program.

For this reason, the funds alloted to the region were distributed among the states, and the states constructed their state plans with the understanding that activities in which several states had a common interest would be open to participants from all of those states.

IV. AREAS OF EMPHASIS

The major areas of emphasis in implementing the Project has been (1) support of higher education for programs and classes for the preparation of adult education teachers, (2) workshops, institutes, conferences, etc. for the continued offering of in-service and/or preservice training for adult education personnel at all levels, and (3) support activities for the first two areas of emphasis.

Involvement of Higher Education

1. University of Arkansas at Little Rock -- A pilot project concerned with The Sociology of Adults. Thirty-five students attempted to define the three broad stages of adult life and sought to identify the crisis points reached during each stage. This project will be continued and a book dealing with the findings is presently in the developmental stages.

2. Philander Smith College, Little Rock, Arkansas -- Two courses in Adult Education have been installed in the Teacher Education curriculum. The courses are: The Psychology of Adults and Methods and Materials in Adult Education.

3. State College of Arkansas, Conway, Arkansas -- During the spring semester, 1973, a group of undergraduate students spent five weeks in observation of adult education classes, and the remainder of the

semester was spent in actual teaching of adults. Concurrently, the students met weekly in a two and one-half hour seminar.

A professional resources library for adult education was begun, and three courses were submitted to the undergraduate and graduate councils and approved.

4. University of Arkansas at Fayetteville -- Dr. Hugh L. Mills, Dean of Continuing Education at the University of Arkansas at Fayetteville has worked closely with the Arkansas State Department of Education to coordinate statewide efforts in providing staff development.

   The long range plans of the University, include the addition of appropriate courses to the adult education curriculum as may be approved by the College of Education and the Graduate School, with the goal of establishing a Masters degree in Education with a specialization in Adult Education.

   Future plans also include offering off-campus as well as on-campus credit courses in adult education.

5. The University of Southwestern Louisiana, Lafayette -- USL initiated two graduate courses in adult education for the spring semester, 1973. The two courses represented the initial offerings in the Adult Education Minor Degree curriculum at USL. Total enrollment for the two courses was 28.

6. Nicholls State University, Thibodaux, Louisiana -- Nicholls offered one graduate course in adult education for the spring semester as part of their adult education curriculum for a Master of Education degree in secondary or elementary education with an adult education option.

7. Southeastern Louisiana University -- SLU continued its adult education course offerings during the spring semester by offering a three-hour graduate course at Valley Park Continuing Education Center in Baton Rouge.

8. Southern University in New Orleans -- Southern offered a three-hour undergraduate adult education course in teaching reading in adult education. A total of 15 individuals were enrolled in this course taught on the Southern University campus in New Orleans.

9. Central State University, Edmond, Oklahoma -- Dr. Richard Mitchell of Central State has worked very closely with Oklahoma State Department staff to plan and coordinate staff development activities in Oklahoma. Central State has also formed a Division of Adult, Vocational, and Technical Education with courses planned and offered for the Adult Education teacher.

10. Texas A & M University, College Station -- Texas A & M is funded jointly by the Adult and Continuing Education division of the Texas Education Agency and the institution. A & M offers the Masters,

Ed.D., and Ph.D. in Adult and Extension Education. The staff at A & M is also very active in in-service training for adult education staff in Texas.

11. The North Texas State University, Denton -- North Texas State University is funded by the Adult and Continuing Education division of the Texas Education Agency. The North Texas State University program is a new program with a full-time professor of adult education.

Workshops, Institutes, and/or Seminars

1. Higher Education Personnel, July 6-8, 1972, Hot Springs, Arkansas. A conference to acquaint participants (college and university administrators, deans, and chairmen of teacher education departments) with the need for developing course offerings in adult education. Sixty-nine persons representing eight institutions attended.

2. Right-to-Read Workshops, Arkansas.
Ten Right-to-Read Workshops were held during the late Fall and early Spring of 1972-73. One-hundred fifty-eight people attended at least three workshops. The workshops were designed for training of librarians, tutors, and teachers in adult education and to recruit and train volunteers to help teacher adults to read.

3. Paraprofessional Workshops, Little Rock, Arkansas.
Five one-day workshop sessions to provide paraprofessionals and teachers with training in use of paraprofessionals. Twenty-three

paraprofessionals, teachers, and consultants attended this series, conducted by Philander Smith College.

4. Introductory Training Program, Louisiana.

A series of four one-week workshops were conducted July 16-21, July 23-28, July 30-August 4, and August 6-11 at the University of Southwestern Louisiana. The basic short-term introductory training program developed and presented by the select group of local adult educators offered training to over 300 local adult education personnel who had not received previous institute training. One-hour graduate credit was offered for this workshop experience.

5. Learning Center Concept, New Mexico.

During the summer of 1972, a three-week workshop was held for a select group of adult education personnel. The dates of the workshop were as follows:

June 12-23 - Sante Fe Vocational School

August 7-11 - New Mexico State University

During the first two weeks, the participants were primarily concerned with individualized instruction and the learning center. When the participants were not involved in learning experiences dealing with the learning center concept, they worked on breaking down instructional materials into modules. A sophisticated prescription catalog was developed.

The last week of the workshop, held at New Mexico State University in Las Cruces was spent in refining the prescription catalog.

6. Workshop for "Experienced Staff", Canadian, Oklahoma.
   Sixty experienced adult basic education teachers, and program administrators attended this workshop administered by Central State University.

   This workshop was designed to provide participants with assistance in (1) identifying curriculum for low-achieving adults; (2) identifying techniques for increasing holding power; (3) teaching health in the classroom; (4) using community agencies; (5) teaching English as a second language; and (6) teaching career education.

7. Workshop for "Inexperienced" Staff, Central State University, Edmond, Oklahoma.
   Fifty-one adult basic education teachers who were new to the program and had not attended one previous workshop attended the program on the Central State University campus during the week of June 5. The workshop was designed to assist participants in (1) individualized and group instruction; (2) teaching social studies and English; (3) teaching science and math; (4) diagnosis of learning difficulties; (5) involving career development in the curriculum; (6) recruitment and retention of students; (7) utilization of referral agencies; (8) using paraprofessionals and aides in the program.

8. Bureau of Indian Affairs Staff Training Workshop.

   For the purpose of training teachers to work with the Indian adult.

9. Local workshops for Muskogee, Powhuska, Bartlesville, Pryor, Sallisaw, Altus, Lawton, Duncan, Oklahoma City and Woodward, involving a total of 223 local ABE personnel.

10. The following workshops were held by the Adult and Continuing Education Division of the Texas Education Agency.

Workshop	No. of Participants
Adult Education Television	27
Community Coord. Adult Education	68
Adult Education Directors	192
Incarnate Word Reading Clinic	55
MDTA Conference	117
Performance Based Education	45
Adult Education Television	33
Adult Education Counselors	29
Adult Education Learning Centers	97
Adult Education Staff	9

11. Regional Workshops in Texas.

    Nine field consultants for the Texas Education Agency were responsible for conducting or organizing pre-service and in-service staff development activities for the various regions of Texas. These

sessions were usually 1 to 2 days in length and covered topics as established by needs assessment studies. The workshops consisted of the following:

Forty-four workshops, 2,299 participants

Other Supporting Activities

1. Hot Springs, Arkansas Conference.

   The Adult Education Division of the Arkansas Department of Education and staff from the Division of Continuing Education, University of Arkansas, met in a two-day conference to review Phase I of the Staff Development Project and to make plans for Phases II and III. Representatives of colleges and universities involved in the program as well as those from related institutions attended the meeting.

2. One-Day Area Supervisory Conference for Southern Louisiana, and Northern Louisiana.

   One-day conferences were conducted for local supervisors of adult education in southern Louisiana on November 3, 1972 and January 16, 1973. Conferences were conducted in northern Louisiana on November 2, 1972 and January 26, 1973.

   Major areas discussed in the conferences were:

   a. Recruitment of a minimum of 3% of the eligible adult education population in each local program.
   b. In-service education, teacher training, and staff development activities.

c. Curriculum development in local adult education programs.

d. Administrative concerns

e. The "mine-center" concept for local adult programs.

f. Revision of records and reporting systems.

3. A statewide conference for local adult education supervisory personnel was conducted in Lafayette, Louisiana on March 14-16, 1973. A total of 52 local supervisors, State Department of Education staff members, and other guests were in attendance at the conference.

4. As a part of the Staff Development Project, Louisiana initiated a statewide survey of all local adult education personnel. Of the 804 local staff completing and submitting the survey form to the State Office, 729 had received no formal institute training in adult education except for local short-term or state-sponsored in-service workshops. These individuals were therefore given top priority for training opportunities.

5. The Adult Education staff of the Louisiana Department of Education conducted numerous pre-service and in-service training programs throughout the state and coordinated a number of other training programs for local personnel. Topics of concern were learning centers, recruitment, retention, forms and records, curriculum development, etc.

6. Regional Advisory Committee Meetings.

   There were four meetings during the year of the State Directors of Adult Education and selected, local, state, and/or higher education personnel for the purpose of planning and coordinating on a regional basis.

7. Numerous visits to each State in Region VI were made by the Project Director and Assistant Director. These visits were for the purpose of planning, and assisting in Staff Development activities.

V. REGION VI PERSONNEL ACCOUNTING AND CONTROL SYSTEM

One need in relation to staff development in Region VI was a system of gathering information on personnel working in adult education in the Region. The Region VI Personnel Accounting and Control System (SIXPACS) was devised by The University of Texas for this purpose.

A survey instrument was designed to gather information from all staff in the five states. This information is computerized, thus giving a data bank that is to be up-dated annually.

The first attempt to gather the data was done in April, 1972. Many adult education programs have closed by April, therefore we did not get 100% returns. The number of responses on the first attempt was 2,818. These responses were compiled. Following are samples of the types of information compiled.

1. Item: How many college credit semester hours in Adult Education or Adult Basic Education have you had?

   Response: None - 80.5%
   1-2 - 11.1%
   3-4 - 6.0%
   5-6 - 2.4%

2. Item: Check your educational status.

   Response: Less than High School - .6%
   High School - 6.6%
   Less than BA - 6.6%

Bachelors - 48.9%

Masters - 36.4%

Doctorate - 1.0%

3. Item: Do you have a teaching certificate?

Response: Elementary - 26.8%

Secondary - 39.0%

Both - 19.0%

No - 15.1%

4. Item: How many total years do you have in Adult Education or Adult Basic Education?

Response: Less than 1 - 26.0%

1-2 - 21.4%

3-4 - 21.5%

5-6 - 13.2%

7-8 - 12.2%

9-10 - 2.2%

11 up - 3.6%

5. Item: Sex Distribution.

Response: Male - 50.3%

Female - 49.7%

6. Item: Ethnicity

Reponse: American Indian - .8%

Black - 28.3%

Oriental - .1%

Spanish Surname - 18.0%

White - 52.8%

7. Item: Distribution of Staff by Position.

   Response: Para-professional - 8.4%

   Teacher - 74.9%

   Counselor - 2.4%

   Administrator/Teacher - 4.8%

   Administrator Only - 8.5%

8. Item: Top five areas in which additional training is desired.

   Response: Paraprofessional

   1. Developing Curriculum
   2. Individualizing Instruction
   3. Motivating and Holding Students
   4. Identifying and Using New Materials
   5. Teaching Reading

   Teacher

   1. Developing Curriculum
   2. Teaching Reading
   3. Motivating and Holding Students
   4. Individualizing Instruction
   5. Identifying and Using New Materials

   Counselor

   1. Developing Curriculum
   2. Motivating and Holding Students
   3. Teaching Reading
   4. Identifying and Using New Materials
   5. GED Preparation

Administrator/Teacher

1. Teaching Reading
2. Developing Curriculum
3. Individualizing Instruction
4. Motivating and Holding Students
5. Counseling Students

Administrators

1. Developing Curriculum
2. Individualizing Instruction
3. Teaching Reading
4. Motivating and Holding Students
5. Recruiting Students

State Department Staff

1. Motivating and Holding Students
2. Administering/Managing Programs
3. Developing Curriculum
4. Recruiting Students
5. Individualizing Instruction